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ABSTRACT

In this report, test results on the Georgia Criterion-Referenced Tests (GCRT) are presented for first-, fourth-, and eighth-grade Atlanta pupils. A brief report of results on the Georgia Basic Skill Tests (GBST) for tenth graders is also included. Specifically, the GCRT is designed to assess students' performance on reading (including concepts in reading, literal comprehension, and inferential comprehension) and mathematics (including concept identification, component operation, and problem solving). The 1984 mean scale scores of Atlanta first graders exceeded state performance levels on both the reading and mathematics tests of the first-grade GCRT. Although the reading and mathematics performance of fourth-grade pupils continued to rise from 1980 to 1984, statewide performance also rose. Thus, performance of Atlanta fourth graders fell below the state level. The performance of Atlanta eighth graders was also below the state level. Numerous tables list the performance of each grade on test objectives; indicate performance of individual schools; and give comparisons among state (Georgia), district (Metro Area), and Atlanta norms. Comments on the GBST report that 91 percent of pupils in regular tenth grades passed the reading test and 85 percent passed the mathematics test. (Skills measured by the GBST were similar, and in some cases identical, to those of the eighth-grade GCRT, though at a higher level of difficulty.) (AS)

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PERFORMANCE OF ATLANTA PUBLIC SCHOOLS PUPILS ON THE GEORGIA CRITERION-REFERENCED TESTS 1983-84

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RESEARCH, EVALUATION, AND DATA PROCESSING
ATLANTA PUBLIC SCHOOLS
ATLANTA, GEORGIA

PS 014943

Report No. 12-4, 7/84

PERFORMANCE OF ATLANTA PUBLIC SCHOOLS PUPILS ON THE GEORGIA CRITERION-REFERENCED TESTS 1983-84

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July 1984

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INTRODUCTION

During the 1983-84 school year, the State Department of Education required that all first, fourth, and eighth grade pupils be administered the Georgia Criterion-Referenced Tests (GCRT). In addition, the tenth grade students and all students who had entered the ninth grade in the 1981-82 school year and had not passed the Georgia Basic Skills Tests (GBST) during the 1982-83 school year were required to take the GBST in the fall. Those students not passing the GBST in the fall were then retested in the spring.

In this report, the test results are presented by grade level for each of the four groups, beginning with the first grade. It should be noted that the GCRT performance of the first grade pupils was higher than the state average, and the performances of the fourth and eighth grade pupils were below the respective state averages.

PERFORMANCE OF THE FIRST GRADE PUPILS ON THE GEORGIA CRITERION-REFERENCED TESTS

The initial administration of the newly developed first grade Georgia Criterion-Referenced Tests (GCRT) occurred during the spring of 1984. The State Department of Education requested that the tests be scheduled in April. Since the local administration of the California Achievement Tests (CAT) was scheduled for the first two weeks of April and the spring vacation was scheduled for the third week of April, the elementary schools of Atlanta were allowed two options: (1) Test the first grade pupils with the CAT a week earlier than scheduled and use the week prior to the spring break to administer the first grade GCRT, or (2) administer the CAT as scheduled and administer the first grade GCRT the week after spring vacation. Neither option was ideal since it meant a choice between back-to-back testing or testing after a vacation period. Approximately one third of the elementary schools chose to test prior to the holidays, with the remainder of the elementary schools testing the week after the holidays.

Overall Test Performance

In Table 1 the mean scale scores of the first grade pupils in the Atlanta Public Schools (APS) were compared with the mean scale scores for all pupils in Georgia. The overall performance of the Atlanta pupils exceeded the statewide mean in both reading and mathematics.

Objectives Measured by the Tests

The listings of the 10 reading and 15 mathematics objectives measured by the first grade GCRT and the percentage of first grade pupils in APS who mastered each are indicated in Table 2. Table 3 indicates the comparison of both reading and mathematics among APS, Georgia, and the metro Area.

Reading. From Table 2 it can be determined that the percentage of first grade pupils mastering the reading objectives ranged from a low of 57 percent mastering Objective 4 (recognizes explicitly stated main ideas, details, sequences of events, and cause and effect relationships) to a high of 80 percent mastering Objective 7 (selects syntactically and semantically appropriate words). Compared with the performance of the first graders throughout Georgia, a higher percentage of pupils from APS achieved six of the ten reading objectives. Compared with the performance of the first grade pupils in the metropolitan area of Atlanta, a higher percentage of first grade pupils from APS mastered three reading objectives, the same percentage mastered two objectives, and a smaller percentage mastered five objectives. The Objective Profile Report for reading is included in Table 4.

Mathematics. The percentage of first grade pupils mastering the 15 mathematics objectives ranged from 60 percent mastering mathematics Objective 3 (identifies sets of points and their relations and properties) to 92 percent mastering mathematics Objective 6 (recognizes whole numbers). The mathematics objectives and percentage of pupils mastering each are indicated in Table 2.

When comparing the percentage of first graders mastering each objective to the first grade performance statewide, a higher percentage of Atlanta pupils mastered seven objectives, the same percentage mastered one objective, and a smaller percentage mastered seven objectives. When the comparison is made with the first graders in the metropolitan area of Atlanta, a larger percentage of APS pupils mastered one objective, the same percentage mastered one objective, and a smaller percentage mastered thirteen objectives. The Objective Profile Report for mathematics is included in Table 5.

Performance by School. Table 6 includes the elementary school listing of the percentage of first grade pupils mastering each reading objective. The elementary schools at the state level or exceeding the state in the percentage of pupils mastering the objectives were as follows: Anderson Park, Ben Hill, Brandon, Capitol View, Cascade, Collier Heights, Continental Colony, Fickett, Garden Hills, Howell, Humphries, Jackson, Kimberly, Oglethorpe, Peyton Forest, Rivers, Rusk, Slater, Smith, and West Atlanta elementary schools.

Kimberly, Oglethorpe, Peyton Forest, Rivers, Rusk, Slater, Smith, and West Atlanta elementary schools.

Table 7 indicates the mathematics data by elementary school. Those elementary schools with the same or a greater percentage of pupils mastering the objectives compared with the state performance were as follows: Anderson Park, Ben Hill, Brandon, Continental Colony, Fickett, Garden Hills, Harwell, Howell, Jackson, Peyton Forest, Smith, West Atlanta, White, and Williams elementary schools.

Conclusions

The 1984 mean scale scores of the Atlanta Public Schools first grade pupils exceeded the state performance levels on both the reading and mathematics tests of the first grade GCRT. While this indicates a strong first grade curriculum, there is a need to analyze closely the performance of the first grade pupils at each elementary school to pinpoint weak areas and strengthen the instructional program where indicated. These data should form the basis for instructional planning so that the current first grade pupils will be prepared for the third grade test, which will be mandatory in the spring of 1986 and will serve as one criterion for promotion to the fourth grade.

Table 1

First Grade Georgia Criterion-Referenced Tests
Mean Scale Scores for Atlanta Public
Schools and Georgia, 1984

	Atlanta Public Schools	Georgia
Reading Skills		
Concepts for Reading	199.82	203.30
Literal Comprehension	209.10	205.83
Inferential Comprehension	210.28	207.10
Reading Total	207.81	206.53
Mathematics Skills		
Concept Identification	205.98	205.60
Component Operations	209.41	206.30
Problem Solving	204.64	205.76
Mathematics Total	206.34	205.44

Table 2

First Grade Georgia Criterion-Referenced Tests Objectives and the Percentage of Atlanta Public Schools Pupils Mastering Each Objective

Objective	Percent of Pupils Passing
READING OBJECTIVES	
Concepts for Reading	
1. Distinguishes between letters, words, and sentences, left and right, beginning and endings of words.	69
2. Matches beginning and ending sounds, matching letters, rhyming words.	62
3. Selects letters representing beginning and ending sounds and single vowel sounds.	66
Literal Comprehension	
4. Recognizes explicitly stated main ideas, details, sequence of events, and cause and effect relationships.	57
5. Identifies main character.	74
6. Interprets instructions.	75
Inferential Comprehension	
7. Selects syntactically and semantically appropriate words.	80
8. Classifies words.	72
9. Recognizes implicitly stated main ideas, details, sequence of events, and cause and effect relationships.	60
10. Makes predictions.	67
MATHEMATICS OBJECTIVES	
Concept Identification	
1. Recognizes different names for whole numbers and fractions.	83
2. Identifies relations and properties of sets.	84
3. Identifies sets of points and their relations and properties.	60
4. Selects units to measure time.	73
5. Recognizes elements of sets.	78
6. Recognizes whole numbers.	92
7. Recognizes symbols (+, -, =, <, >).	64
Component Operation	
8. Determines amounts of money.	74
9. Applies units to measure time and length.	78
10. Uses operation of addition.	72
11. Uses operation of subtraction.	82
Problem Solving	
12. Selects appropriate operation.	73
13. Organizes elements of sets.	80
14. Determines sequences.	68
15. Interprets data.	79

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Table 3

A Comparison of the Percentage of Grade 1 Pupils in Atlanta Public Schools, Georgia, and the Metro Area Who Achieved Mastery of the Objectives on the Georgia Criterion-Referenced Tests

	Percentage of Grade 1 Pupils Mastering Reading Objectives		
Objective Number	Atlanta Public Schools	Georgia	Metro Area
1	69	72	76
2	62	69	74
3	66	72	74
4	57	50	57
5	74	67	71
6	75	77	80
7	80	75	79
8	72	70	73
9	60	50	57
10	67	63	67

	Percentage of Grade 1 Pupils Mastering Mathematics Objectives		
Objective Number	Atlanta Public Schools	Georgia	Metro Area
1	83	82	85
2	84	85	88
3	60	64	69
4	73	70	76
5	78	79	81
6	92	94	93
7	64	60	65
8	74	64	68
9	78	78	81
10	72	69	74
11	82	81	83
12	73	77	80
13	80	83	80
14	68	73	75
15	79	76	81

GEORGIA CRITERION-REFERENCED TESTS

TABLE 4
OBJECTIVE PROFILE REPORT
FOR ATLANTA CITY
GRADE 1 READING SPRING 1984

CODE NO 7610000
PAGE NO 01

>OBJECTIVE 1 Distinguishes between letters and words, words and sentences, left and right, beginning and endings of words.

PERCENT ACHIEVING OBJECTIVE (7 OF 8 CORRECT)

GEORGIA
••••••••••••••••••••••••••••••••••••72%

METRO
••••••••••••••••••••••••••••••••••••••76%

ATLANTA CITY
••••••••••••••••••••••••••••••••••69%

OF YOUR 6018 STUDENTS TESTED IN READING

3080 May need instruction distinguishing among words, phrases, and sentences.
1189 May need instruction distinguishing letters from words.
1040 May need instruction identifying beginning and ending letters in words.

>OBJECTIVE 2 Matches beginning and ending sounds, matching letters, rhyming words.

PERCENT ACHIEVING OBJECTIVE (7 OF 8 CORRECT)

GEORGIA
•••••••••••••••••••••••••••••••••••69%

METRO
••••••••••••••••••••••••••••••••••••••74%

ATLANTA CITY
••••••••••••••••••••••••••••••••62%

OF YOUR 6018 STUDENTS TESTED IN READING

520 May need instruction matching beginning sounds.
1332 May need instruction matching ending sounds.
1622 May need instruction identifying words that rhyme.

>OBJECTIVE 3 Selects letters representing beginning and ending sounds and single vowel sounds.

PERCENT ACHIEVING OBJECTIVE (6 OF 7 CORRECT)

GEORGIA
••••••••••••••••••••••••••••••••••••72%

METRO
••••••••••••••••••••••••••••••••••••••74%

ATLANTA CITY
••••••••••••••••••••••••••••••••66%

OF YOUR 6018 STUDENTS TESTED IN READING

611 May need instruction matching a letter with the beginning or ending sound of a word.
1272 May need instruction matching single vowel sounds in words.

>OBJECTIVE 4 Recognizes explicitly stated main ideas, details, sequences of events, and cause and effect relationships.

PERCENT ACHIEVING OBJECTIVE (7 OF 10 CORRECT)

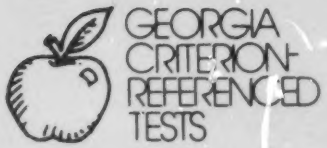
GEORGIA
••••••••••••••••••••••••••50%

METRO
••••••••••••••••••••••••••••••57%

ATLANTA CITY
••••••••••••••••••••••••••••••57%

OF YOUR 6018 STUDENTS TESTED IN READING

1624 May need instruction in identifying directly stated main ideas.
1932 May need instruction in identifying directly stated details.
571 May need instruction using signal words (first, next, after, then, etc.) to recognize directly stated sequences of events.
2561 May need instruction recognizing information directly stated in a paragraph.



OBJECTIVE PROFILE REPORT
FOR ATLANTA CITY
GRADE 1 READING SPRING 1984

>OBJECTIVE 5 Identifies main character.

PERCENT ACHIEVING OBJECTIVE (2 OF 3 CORRECT)

GEORGIA
**********67%

METRO
**********71%

ATLANTA CITY
**********74%

OF YOUR 6018 STUDENTS TESTED IN READING

1559 May need instruction recognizing the main character or who the story is about.

>OBJECTIVE 6 Interprets instructions.

PERCENT ACHIEVING OBJECTIVE (3 OF 3 CORRECT)

GEORGIA
**********77%

METRO
**********80%

ATLANTA CITY
**********75%

OF YOUR 6018 STUDENTS TESTED IN READING

1525 May need instruction using positional words (top, in, over, around, inside, beside, etc.).

>OBJECTIVE 7 Selects syntactically and semantically appropriate words.

PERCENT ACHIEVING OBJECTIVE (3 OF 4 CORRECT)

GEORGIA
**********75%

METRO
**********79%

ATLANTA CITY
**********80%

OF YOUR 6018 STUDENTS TESTED IN READING

1225 May need instruction using context clues to select the most appropriate word to complete a sentence.

>OBJECTIVE 8 Classifies words.

PERCENT ACHIEVING OBJECTIVE (2 OF 3 CORRECT)

GEORGIA
**********70%

METRO
**********73%

ATLANTA CITY
**********72%

OF YOUR 6018 STUDENTS TESTED IN READING

1674 May need instruction selecting a word that belongs with a given group of words (e.g. red, blue, yellow, ____).

TABLE 4 CONT'D.

GEORGIA CRITERION-REFERENCED TESTS

OBJECTIVE PROFILE REPORT
FOR ATLANTA CITY
GRADE 1 READING SPRING 1984

CODE NO 7610000
PAGE NO 03

>OBJECTIVE 9 Recognizes implicitly stated main ideas, details, sequence of events, and cause and effect relationships.

PERCENT ACHIEVING OBJECTIVE (7 OF 11 CORRECT)

GEORGIA
**********50%

METRO
**********57%

ATLANTA CITY
**********60%

OF YOUR 6018 STUDENTS TESTED IN READING

2279 May need instruction identifying a main idea when it is not directly stated.
2563 May need instruction identifying details which are not directly stated.
2403 May need instruction recognizing information that is not directly stated.

>OBJECTIVE 10 Makes predictions.

PERCENT ACHIEVING OBJECTIVE (2 OF 3 CORRECT)

GEORGIA
**********63%

METRO
**********67%

ATLANTA CITY
**********67%

OF YOUR 6018 STUDENTS TESTED IN READING

2002 May need instruction identifying which event will most likely happen next.

GEORGIA CRITERION-REFERENCED TESTS

TABLE 5

OBJECTIVE PROFILE REPORT

FOR ATLANTA CITY

GRADE 1 MATH SPRING 1984

CODE NO 7610000

PAGE NO 01

>OBJECTIVE 1 Recognizes different names for whole numbers and fractions.

PERCENT ACHIEVING OBJECTIVE (6 OF 9 CORRECT)

GEORGIA
**********82%

METRO
**********85%

ATLANTA CITY
**********83%

OF YOUR 6020 STUDENTS TESTED IN MATH

2829 May need instruction selecting the drawing that matches a given fraction.
1598 May need instruction identifying place value of tens and ones with or without models.
1919 May need instruction matching words to numerals (one to ten).

>OBJECTIVE 2 Identifies relations and properties of sets.

PERCENT ACHIEVING OBJECTIVE (5 OF 7 CORRECT)

GEORGIA
**********85%

METRO
**********88%

ATLANTA CITY
**********84%

OF YOUR 6020 STUDENTS TESTED IN MATH

794 May need instruction matching sets that have the same number of objects.
1253 May need instruction identifying a number in a given relation to another number (greater than, smallest, equal to, etc.).
1749 May need instruction recognizing ordinal numbers given a starting point (first to ninth).

-6-

>OBJECTIVE 3 Identifies sets of points and their relations and properties.

PERCENT ACHIEVING OBJECTIVE (5 OF 6 CORRECT)

GEORGIA
**********64%

METRO
**********69%

ATLANTA CITY
**********60%

OF YOUR 6020 STUDENTS TESTED IN MATH

950 May need instruction recognizing plane or solid geometric shapes.
2298 May need instruction recognizing an object in a given relation to another (largest, same size, same shape, etc.).

>OBJECTIVE 4 Selects units to measure time.

PERCENT ACHIEVING OBJECTIVE (2 OF 3 CORRECT)

GEORGIA
**********70%

METRO
**********76%

ATLANTA CITY
**********73%

OF YOUR 6020 STUDENTS TESTED IN MATH

1632 May need instruction selecting an appropriate unit to measure time (minutes, hours, days, weeks).

GEORGIA CRITERION-REFERENCED TESTS

TABLE 5 CONT'D.

OBJECTIVE PROFILE REPORT

FOR ATLANTA CITY

GRADE 1 MATH SPRING 1984

CODE NO 7610000

PAGE NO 02

>OBJECTIVE 5 Recognizes elements of sets.

PERCENT ACHIEVING OBJECTIVE (3 OF 3 CORRECT)

GEORGIA
**********79%

METRO
**********81%

ATLANTA CITY
**********78%

OF YOUR 6020 STUDENTS TESTED IN MATH

1301 May need instruction selecting an object that is a member of a given set.

>OBJECTIVE 6 Recognizes whole numbers.

PERCENT ACHIEVING OBJECTIVE (4 OF 4 CORRECT)

GEORGIA
**********94%

METRO
**********93%

ATLANTA CITY
**********92%

OF YOUR 6020 STUDENTS TESTED IN MATH

471 May need instruction selecting a numeral that stands for a group of objects.

-10-

>OBJECTIVE 7 Recognizes symbols (+,-,=,<,>).

PERCENT ACHIEVING OBJECTIVE (3 OF 3 CORRECT)

GEORGIA
**********60%

METRO
**********65%

ATLANTA CITY
**********64%

OF YOUR 6020 STUDENTS TESTED IN MATH

2152 May need instruction recognizing the symbols +,-,=,>,<.

>OBJECTIVE 8 Determines amounts of money.

PERCENT ACHIEVING OBJECTIVE (3 OF 4 CORRECT)

GEORGIA
**********64%

METRO
**********68%

ATLANTA CITY
**********74%

OF YOUR 6020 STUDENTS TESTED IN MATH

1553 May need instruction recognizing amounts of money or determining amounts of change.

GEORGIA CRITERION-REFERENCED TESTS

OBJECTIVE PROFILE REPORT
FOR ATLANTA CITY
GRADE 1 MATH SPRING 1984

CODE NO 7610000
PAGE NO 03

>OBJECTIVE 9 Applies units to measure time and length.

PERCENT ACHIEVING OBJECTIVE (2 OF 3 CORRECT)

GEORGIA
**********78%

METRO
**********81%

ATLANTA CITY
**********78%

OF YOUR 6020 STUDENTS TESTED IN MATH

842 May need instruction reading a clock (hour, half-hour).
733 May need instruction measuring length using non-standard units.

>OBJECTIVE 10 Uses operation of addition.

PERCENT ACHIEVING OBJECTIVE (5 OF 7 CORRECT)

GEORGIA
**********69%

METRO
**********74%

ATLANTA CITY
**********72%

OF YOUR 6020 STUDENTS TESTED IN MATH

1458 May need instruction using the operation of addition.
3743 May need instruction recognizing the use of the commutative property of addition (2+3 = 3+2).
1896 May need instruction using the operation of addition in simple word problems.

-11-

>OBJECTIVE 11 Uses operation of subtraction.

PERCENT ACHIEVING OBJECTIVE (4 OF 5 CORRECT)

GEORGIA
**********81%

METRO
**********83%

ATLANTA CITY
**********82%

OF YOUR 6020 STUDENTS TESTED IN MATH

1103 May need instruction using the operation of subtraction.
1559 May need instruction using the operation of subtraction in simple word problems.

>OBJECTIVE 12 Selects appropriate operation.

PERCENT ACHIEVING OBJECTIVE (4 OF 5 CORRECT)

GEORGIA
**********77%

METRO
**********80%

ATLANTA CITY
**********73%

OF YOUR 6020 STUDENTS TESTED IN MATH

1615 May need instruction selecting the addition or subtraction number sentence that describes a picture.

GEORGIA CRITERION-REFERENCED TESTS

TABLE 5 CONT'D.

OBJECTIVE PROFILE REPORT

FOR ATLANTA CITY

GRADE 1 MATH SPRING 1984

CODE NO 7610000

PAGE NO 04

>OBJECTIVE 13 Organizes elements of sets.

PERCENT ACHIEVING OBJECTIVE (2 OF 3 CORRECT)

GEORGIA
**********80%

METRO
**********83%

ATLANTA CITY
**********80%

OF YOUR 6020 STUDENTS TESTED IN MATH

1209 May need instruction recognizing sets of objects grouped by size, shape, use, etc.

>OBJECTIVE 14 Determines sequences.

PERCENT ACHIEVING OBJECTIVE (5 OF 6 CORRECT)

GEORGIA
**********73%

METRO
**********75%

ATLANTA CITY
**********68%

OF YOUR 6020 STUDENTS TESTED IN MATH

1415 May need instruction determining sequences of numbers counted by ones, twos, fives, or tens starting at any point in the sequence.

1320 May need instruction determining the missing object or number in a given pattern or sequence.

-12-

>OBJECTIVE 15 Interprets data.

PERCENT ACHIEVING OBJECTIVE (2 OF 3 CORRECT)

GEORGIA
**********76%

METRO
**********81%

ATLANTA CITY
**********79%

OF YOUR 6020 STUDENTS TESTED IN MATH

3592 May need instruction interpreting bar graphs or pictographs.

GEORGIA CRITERION-REFERENCED TESTS

TABLE 6

PERCENT OF STUDENTS ACHIEVING OBJECTIVES

FOR ATLANTA CITY

GRADE 1 READING SPRING 1984

CODE 761

AREA TESTED	CONCEPTS FOR READING (1-3)			LITERAL COMPREHENSION (4-6)			INFERENTIAL COMPREHENSION (7-10)				NUMBER TESTED
OBJECTIVE NUMBER	1	2	3	4	5	6	7	8	9	10	
	%	%	%	%	%	%	%	%	%	%	
ATLANTA CITY	69	62	66	57	74	75	80	72	60	67	6018
ADAMSVILLE	87	68	64	64	87	75	88	78	58	66	85
* ANDERSON PARK	87	82	80	67	95	85	92	82	79	82	61
ARKWRIGHT	68	60	78	45	80	68	73	78	53	60	40
BEECHER HILLS	84	73	60	82	92	82	85	87	79	79	62
* BEN HILL	75	77	89	77	85	94	98	87	75	75	53
BENTEEN ELEMENTARY	73	65	81	68	84	76	81	65	62	59	37
BETHUNE	54	51	42	47	70	49	65	58	55	51	104
BLAIR VILLAGE	82	63	64	63	80	80	91	86	71	64	76
BLALOCK ELEM	78	63	73	60	71	76	81	78	62	59	63
BOYD	77	59	59	43	61	75	72	67	51	51	61
* BRANDON	81	80	81	76	82	86	89	77	75	82	83
BREWER ELEMENTARY	33	39	45	39	55	61	61	55	42	61	33
BURGESS	67	52	54	54	58	69	81	73	60	67	48
CAMPBELL	75	56	67	52	78	80	73	66	58	58	64
* CAPITOL VIEW	78	78	83	61	87	80	83	83	63	65	54
CAREY	57	41	64	47	74	60	74	69	58	59	96
CARTER	71	60	53	63	80	81	82	83	63	73	83
* CASCADE	95	91	91	86	98	86	95	98	91	95	43
CHATTAHOOCHEE	60	56	60	36	56	68	72	56	36	40	25
CLEVELAND	52	53	74	58	72	77	83	66	53	60	116
* COLLIER HEIGHTS	79	73	84	68	82	81	90	84	70	77	73
CONNALLY	66	72	84	73	83	82	85	78	75	84	92
* CONTINENTAL COLONY	85	75	85	68	87	85	88	86	76	80	112
COOK ELEMENTARY	57	49	51	49	70	69	74	63	55	64	134
DOBBS	71	67	69	33	51	71	69	51	37	53	51
DREW	55	44	43	44	75	63	78	59	48	47	120
DUNBAR	52	45	41	34	54	59	57	57	30	52	116
EAST LAKE	60	48	64	46	67	64	68	62	51	51	85
ENGLISH AVENUE	60	69	68	48	65	76	68	63	40	51	75
FAIN	71	49	62	66	82	68	86	79	77	79	91
* FICKETT	80	79	83	68	94	85	79	91	71	74	66
FOWLER	72	59	60	45	71	64	81	78	52	74	58
* GARDEN HILLS	86	81	84	82	81	95	93	81	82	86	57
GIDEONS	55	43	43	30	58	60	61	65	35	38	92
GORDON	68	68	68	66	85	78	78	65	58	69	65
GROVE PARK	54	49	46	37	58	63	72	56	38	58	71
GUICE	60	70	62	66	77	81	79	74	55	66	53
HARRIS	57	41	43	35	54	70	61	46	30	46	46
HARWELL ELEMENTARY	80	68	80	61	86	81	85	76	71	64	59
HERNDON	67	73	67	47	75	73	80	78	57	63	60
HILL	73	68	76	63	70	78	81	72	66	72	125
HOME PARK	43	35	38	38	38	60	63	63	15	48	40
HOPE	59	52	51	54	70	65	80	69	59	75	71
* HOWELL MINNIE	90	69	83	80	88	94	94	92	89	82	83
HUBERT	68	44	49	50	60	67	73	72	55	62	78

GEORGIA CRITERION-REFERENCED TESTS

TABLE 6 CONT'D.

PERCENT OF STUDENTS ACHIEVING OBJECTIVES

FOR ATLANTA CITY

GRADE 1 READING SPRING 1984

CODE 761

PAGE 2

AREA TESTED	CONCEPTS FOR READING (1-3)			LITERAL COMPREHENSION (4-6)			INFERENTIAL COMPREHENSION (7-10)				NUMBER TESTED
OBJECTIVE NUMBER	1	2	3	4	5	6	7	8	9	10	
	%	%	%	%	%	%	%	%	%	%	
* HUMPHRIES	75	69	77	68	70	86	89	79	68	75	71
HUTCHINSON	67	72	63	68	79	84	88	84	65	67	57
* JACKSON ELEMENTARY	100	100	94	100	90	97	100	100	97	100	31
JONES M AGNES	70	70	82	64	82	74	80	66	67	75	61
* KIMBERLY	73	72	74	63	73	83	84	78	68	67	94
KIRKWOOD	58	39	41	40	58	53	60	54	29	55	83
LAKEWOOD	57	45	62	30	57	62	58	49	34	42	53
LIN	62	65	56	49	58	71	73	62	45	60	55
MCGILL	81	68	64	53	64	83	85	75	53	70	53
MILES	60	51	63	54	72	77	77	72	56	70	57
MITCHELL	61	74	65	52	65	74	85	70	57	57	46
* OGLETHORPE	94	86	74	74	81	80	86	90	81	84	69
PERKERSON	54	46	58	46	69	64	68	56	41	47	59
PETERSON	70	72	70	63	63	70	85	82	70	73	67
* PEYTON FOREST	85	84	87	78	87	96	91	85	84	84	55
PITTS	74	54	60	50	82	59	73	71	63	68	111
RAGSDALE	79	62	61	70	85	85	84	74	82	84	61
* RIVERS	81	85	79	76	86	89	88	83	78	79	72
* RUSK	84	86	76	80	89	92	93	83	84	79	76
SCOTT	69	60	60	43	55	67	79	67	52	70	67
* SLATER	74	73	74	73	84	70	86	73	74	80	81
SLATON ELEMENTARY	59	55	64	52	66	73	79	68	53	59	101
* SMITH S R	89	83	87	89	87	85	94	81	85	91	54
STANTON D H	61	60	64	60	74	71	77	67	60	66	155
STANTON F L	86	69	75	59	73	76	76	76	57	76	51
SYLVAN HILLS	79	65	71	54	81	85	87	81	65	69	52
THOMASVILLE HEIGHTS	73	65	72	57	70	74	83	71	67	62	82
TOOMER ELEMENTARY	41	29	41	28	71	65	56	51	21	47	68
TOWNS	52	47	51	39	73	72	75	64	46	61	102
VENETIAN HILLS	82	78	74	52	79	79	83	68	58	67	98
WATERS	58	59	67	56	68	67	77	70	52	62	117
WEST	83	75	78	78	86	78	89	69	58	87	38
* WEST ATLANTA	92	78	76	60	92	80	96	82	74	78	50
WEST MANOR	73	58	55	65	60	80	88	70	55	70	40
WHITE	69	66	81	71	76	76	82	84	74	71	62
WHITEFOORD	70	70	77	67	79	78	88	82	72	78	105
WILLIAMS A D	74	60	66	49	81	78	85	83	65	59	88
WOODSON	65	64	67	54	72	80	83	67	52	70	83
WRIGHT ELEMENTARY	69	51	71	43	63	74	57	43	43	57	35
METRO	76	74	74	57	71	80	79	73	57	67	21498
GEORGIA	72	69	72	50	67	77	75	70	50	63	79664

*Exceeded State Levels

GEORGIA CRITERION-REFERENCED TESTS

TABLE 7

PERCENT OF STUDENTS ACHIEVING OBJECTIVES

FOR ATLANTA CITY

GRADE 1 MATHEMATICS SPRING 1984

CODE 761

AREA TESTED	CONCEPT IDENTIFICATION (1-7)							COMPONENT OPERATIONS (8-11)				PROBLEM SOLVING (12-15)				NUMBER TESTED
OBJECTIVE NUMBER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
ATLANTA CITY	83	84	60	73	78	92	64	74	78	72	82	73	80	58	79	6020
ADAMSVILLE	80	88	65	74	85	89	68	71	86	78	87	76	80	73	78	85
* ANDERSON PARK	93	93	70	75	92	100	75	79	89	90	97	90	98	87	92	61
ARKWRIGHT	80	85	70	63	73	95	73	70	78	68	85	83	95	75	80	40
BEECHER HILLS	94	94	68	82	95	94	74	89	92	82	92	76	84	84	97	62
* BEN HILL	98	91	89	94	89	94	87	83	87	87	92	89	77	91	91	53
BENTEEN ELEMENTARY	81	86	59	70	78	86	70	78	78	70	89	73	54	70	84	37
BETHUNE	75	70	48	50	70	86	49	63	63	50	63	58	63	41	64	105
BLAIR VILLAGE	91	89	80	80	87	93	64	88	88	72	82	82	97	76	91	76
BLALOCK ELEM	90	84	62	84	84	95	78	83	83	86	90	84	90	76	79	63
BOYD	70	89	59	62	87	95	54	77	82	84	89	67	89	80	80	61
* BRANDON	92	90	73	80	83	89	84	77	89	86	94	81	80	83	87	83
BREWER ELEMENTARY	52	70	42	61	64	79	42	45	61	42	61	55	70	36	52	33
BURGESS	75	77	58	56	75	96	63	58	63	54	69	60	94	67	77	48
CAMPBELL	84	81	50	70	86	89	58	78	72	72	89	67	88	77	92	64
CAPITOL VIEW	91	87	85	91	91	93	87	87	87	87	78	83	98	80	74	54
CAREY	76	78	43	68	67	89	45	76	68	57	76	58	74	50	70	96
CARTER	88	84	65	82	84	98	69	80	87	80	82	75	78	76	77	83
CASCADE	98	95	77	98	98	93	84	95	88	93	95	95	100	70	95	43
CHATTAHOOCHEE	60	68	32	52	76	88	52	36	72	72	76	68	84	30	52	25
CLEVELAND	74	78	43	60	72	90	50	64	74	66	82	69	75	66	72	116
COLLIER HEIGHTS	93	93	60	86	73	92	77	70	86	84	89	84	81	82	74	73
CONNALLY	91	95	63	83	92	98	70	89	89	84	87	75	93	73	82	92
* CONTINENTAL COLONY	91	94	68	79	84	96	71	81	82	88	89	89	88	82	87	112
COOK ELEMENTARY	69	75	51	66	74	93	54	69	76	64	83	70	66	64	73	134
DOBBS	73	76	61	69	65	90	61	80	69	55	71	73	73	65	69	51
DREW	84	80	49	70	77	93	60	77	63	65	80	63	66	61	76	120
DUNBAR	66	61	42	61	68	84	35	68	66	53	64	53	71	43	56	116
EAST LAKE	78	76	41	76	78	94	55	56	79	60	72	62	75	64	73	85
ENGLISH AVENUE	85	79	57	61	88	93	60	77	68	64	79	65	92	60	85	75
FAIN	89	80	63	75	68	89	69	74	86	77	82	75	65	67	81	91
* FICKETT	91	91	85	83	80	95	74	85	95	80	86	82	91	77	86	66
FOWLER	86	82	56	81	58	91	58	70	67	68	75	70	89	60	84	57
* GARDEN HILLS	98	95	89	88	86	98	84	89	95	95	89	91	91	91	91	57
GIDEONS	81	74	57	69	81	83	56	69	67	60	81	56	90	59	83	93
GORDON	86	77	69	58	81	91	58	63	75	75	81	75	73	70	84	64
GROVE PARK	65	77	48	72	72	89	48	70	68	51	73	49	73	55	69	71
GUICE	81	77	61	68	66	92	58	62	68	66	79	66	72	60	74	53
HARRIS	65	72	54	54	59	100	28	61	65	43	70	54	67	46	63	46
* HARWELL ELEMENTARY	86	95	86	80	81	97	83	83	86	78	88	86	86	75	92	59
HERNDON	88	90	65	77	70	97	70	75	78	77	78	73	85	70	82	60
HILL	85	86	77	73	73	90	68	70	76	74	82	84	79	72	77	125
HOME PARK	73	85	25	55	58	90	53	63	80	58	65	60	78	43	70	40
HOPE	79	83	75	76	75	93	30	82	62	70	69	66	80	56	83	71
* HOWELL MINNIE	98	98	78	100	69	95	82	92	88	92	93	92	96	82	92	83
HUBERT	83	78	65	77	72	92	71	72	72	71	79	69	85	60	86	78

GEORGIA CRITERION-REFERENCED TESTS

TABLE 7 CONT'D.

PERCENT OF STUDENTS ACHIEVING OBJECTIVES

FOR ATLANTA CITY

GRADE 1 MATHEMATICS SPRING 1984

CODE 781

AREA TESTED	CONCEPT IDENTIFICATION (1-7)							COMPONENT OPERATIONS (8-11)				PROBLEM SOLVING (12-15)				NUMBER TESTED
OBJECTIVE NUMBER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
HUMPHRIES	79	77	54	65	82	100	77	81	72	65	75	76	83	61	76	71
HUTCHINSON	88	81	51	75	49	91	68	77	75	72	86	77	58	61	77	57
* JACKSON ELEMENTARY	100	100	84	84	90	94	94	97	94	97	100	100	81	94	94	31
JONES M AGNES	92	85	74	69	84	95	77	69	80	75	74	79	67	70	87	61
KIMBERLY	90	85	62	65	87	94	66	66	88	71	82	78	87	73	84	94
KIRKWOOD	71	76	46	63	69	83	52	53	58	51	66	48	63	47	52	83
LAKEWOOD	57	83	42	58	83	94	58	62	64	62	74	55	74	55	81	53
LIN	82	85	62	76	71	91	49	80	85	78	87	76	67	73	78	55
MCGILL	94	85	36	89	89	94	74	81	94	64	81	70	74	70	68	53
MILES	93	88	70	61	67	96	70	67	84	77	89	79	86	67	65	57
MITCHELL	89	74	59	76	78	93	61	52	80	70	80	65	96	59	87	46
OGLETHORPE	96	99	70	93	84	100	77	83	75	91	87	84	75	87	81	69
PERKERSON	73	69	73	53	68	88	59	68	71	63	71	63	95	59	66	59
PETERSON	81	85	63	75	81	97	64	67	75	67	79	66	84	73	79	67
* PEYTON FOREST	96	96	85	89	91	98	85	95	95	89	96	95	96	93	96	55
PITTS	75	81	39	68	76	92	58	77	80	78	82	61	91	69	81	111
RAGSDALE	92	87	64	89	89	89	46	84	84	79	85	75	81	72	80	61
RIVERS	90	92	76	87	92	93	64	79	86	88	88	82	83	79	85	72
RUSK	95	91	61	80	72	95	89	83	87	93	91	74	89	79	76	76
SCOTT	94	81	72	70	79	87	63	73	75	72	87	73	85	58	78	87
SLATER	84	80	56	70	73	86	59	75	81	80	75	67	74	73	84	81
SLATON ELEMENTARY	75	76	52	75	60	91	56	71	73	75	86	66	87	69	68	101
* SMITH S R	94	98	78	74	80	91	80	83	87	89	96	91	89	89	89	54
STANTON D H	85	80	50	68	79	89	67	72	75	71	80	74	74	62	75	156
STANTON F L	82	92	76	84	86	94	65	83	73	75	86	78	92	81	82	51
SYLVAN HILLS	96	92	73	92	92	94	73	81	94	83	85	81	81	58	92	52
THOMASVILLE HEIGHTS	79	82	61	74	84	95	67	84	83	74	83	80	87	68	85	82
TOOMER ELEMENTARY	72	69	49	54	76	85	44	60	68	40	59	54	71	51	82	68
TOWNS	76	76	47	60	80	89	55	61	71	62	71	67	78	58	78	103
VENETIAN HILLS	87	86	69	72	69	93	67	69	86	71	90	78	66	76	83	98
WATERS	76	80	48	56	77	95	57	79	74	61	77	72	78	74	71	117
WEST	94	97	72	86	83	92	75	81	83	86	92	81	83	75	81	36
* WEST ATLANTA	88	96	66	94	98	96	70	92	80	80	94	90	96	80	88	50
WEST MANOR	83	75	53	40	73	93	70	60	88	75	90	65	68	75	65	40
* WHITE	84	87	66	77	82	95	79	81	82	81	84	85	89	74	82	62
WHITEFOORD	82	90	57	91	81	91	79	83	84	78	85	85	93	71	81	105
* WILLIAMS A D	90	90	66	77	86	97	74	88	80	82	84	81	82	73	91	88
WOODSON	87	89	54	75	81	92	58	70	76	71	86	77	67	64	88	83
WRIGHT ELEMENTARY	69	80	43	63	71	91	43	74	77	43	74	69	77	54	83	35
METRO	85	88	69	76	81	93	65	68	81	74	83	80	83	75	81	21500
GEORGIA	82	85	64	70	77	94	60	64	78	69	81	77	80	73	76	79687

*Above state levels on all objectives

PERFORMANCE OF THE FOURTH GRADE PUPILS ON THE GEORGIA CRITERION-REFERENCED TESTS

The 1983 revised fourth grade Georgia Criterion-Referenced Tests (GCRT) was administered for the first time in the spring of 1984. The new edition of the test condensed the number of reading objectives from 20 to 11 and the number of mathematics objectives from 20 to 12. Additional changes involved deleting word-identification skills objectives and adding problem-solving skills objectives to the reading test.

Overall Performance

A comparison of the mean scale scores of the fourth grade pupils of the Atlanta Public Schools (APS) from 1981 to 1984 indicated a progressive rise in achievement in both reading and mathematics. However, there was a rise in state scores over the period also. When the mean scale scores of APS pupils were compared with the mean scale scores for all fourth grade pupils in Georgia for the same period, the state scores were found to be higher in each skill area each year. The comparison is listed in Table 8.

Reading. The reading objectives and the percentage of APS pupils mastering each are listed in Table 9. The percentages ranged from a low of 33 percent of the pupils mastering Reading Objective 4 (recognizes implicitly stated main ideas, details, sequence of events, and cause and effect relationships) to a high of 65 percent of the pupils mastering Reading Objective 3 (interprets instructions). Comparing the performance of the Atlanta pupils by objective with the performance of pupils in the metropolitan area and the overall performance statewide, a lower percentage of Atlanta fourth graders achieved each reading objective. The comparison is listed in Table 10. The Objective Profile Report for reading is included in Table 11.

Mathematics. The percentage of fourth grade pupils achieving the mathematics objectives, which are listed in Table 9, ranged from 43 percent who were able to identify sets of points and their relations and properties (Objective 3) to 82 percent who were able to compute with whole numbers and fractions (Objective 7). However, when the performance of the Atlanta pupils was compared with the performance of pupils in the metropolitan area and throughout the state, the percentage of Atlanta pupils achieving the objectives was smaller for each objective. The Objective Profile Report for mathematics is included in Table 12.

Performance by School. When the reading performance of fourth grade pupils at each elementary school was compared by objective with the performance for all fourth grade

pupils in Georgia, five elementary schools had the same or a larger percentage of pupils achieving each reading objective. The elementary schools were Brandon, Jackson, Morningside, Smith, and West Manor. The listing of schools is indicated in Table 13.

The comparison of the mathematics performance of the fourth graders by elementary schools with the statewide performance, listed in Table 14, indicated that a larger percentage of fourth graders at Anderson Park, Brandon, East Lake, Garden Hills, Jackson, Lakewood, Miles, Morningside, Rusk, Smith, and West Manor elementary schools achieved the mathematics objectives.

Conclusions

Although the reading and mathematics performance of the fourth grade pupils of the Atlanta Public Schools continued to rise from 1980 to 1984, the statewide performance rose also, and the performance levels for the Atlanta pupils fell below the statewide levels. Each elementary school should examine closely the objectives on which the pupils were strong and the objectives on which they were weak and then reinforce the fourth grade instructional program where indicated.

Table 8

Fourth Grade Georgia Criterion-Referenced Tests
Mean Scale Scores for Atlanta Public
Schools and Georgia, 1981-1984

	Atlanta Public Schools				Georgia			
	1981	1982	1983	1984	1981	1982	1983	1984
Reading								
Word Identification	196	197	198	N/A	206	207	209	N/A
Literal Comprehension	198	200	201	208	206	207	211	214
Inferential Comprehension	199	201	205	206	207	208	215	211
Problem Solving	N/A	N/A	N/A	206	N/A	N/A	N/A	212
Reading Total	197	199	200	207	206	208	211	212
Mathematics								
Concept Identification	194	196	195	207	202	203	206	212
Component Operations	194	197	196	209	203	203	205	212
Problem Solving	194	196	196	208	203	204	206	213
Mathematics Total	194	196	196	208	203	203	206	212

Table 9

Fourth Grade Georgia Criterion-Referenced Tests Objectives and the Percentage of Atlanta Public Schools Pupils Mastering Each Objective

Objective	Percentage of Pupils Mastering Objectives
READING OBJECTIVES	
1. Distinguishes between fact and opinion.	61
2. Recognizes explicitly stated main ideas, details, sequence of events, and cause and effect relationships.	47
3. Interprets instructions.	65
4. Recognizes implicitly stated main ideas, details, sequence of events, and cause and effect relationships.	33
5. Interprets semantic and syntactic relationships.	49
6. Classifies words.	57
7. Matches similar sources.	62
8. Uses reference sources.	39
9. Makes generalizations and draws conclusions.	54
10. Makes predictions and comparisons.	38
11. Recognizes relevance of data.	49
MATHEMATICS OBJECTIVES	
1. Recognizes different names for whole numbers and fractions.	79
2. Identifies relations and properties of sets.	61
3. Identifies sets of points and their relations and properties.	43
4. Selects units to measure length, area, volume, weight, time, and temperature.	59
5. Determines amounts of money.	69
6. Applies units to determine length, area, volume, weight, time, and temperature.	68
7. Computes with whole numbers and fractions.	82
8. Estimates results.	60
9. Selects appropriate operations.	44
10. Solves simple word problems.	66
11. Organizes data.	72
12. Interprets data.	48

Table 10

A Comparison of the Percentage of Grade 4 Pupils in Atlanta Public Schools, Georgia, and the Metro Area Who Achieved Mastery of the Objectives on the Georgia Criterion-Referenced Tests

Objective Number	Percentage of Grade 4 Pupils Mastering Reading Objectives: Atlanta Public Schools	Georgia	Metro Area
1	61	67	72
2	47	59	63
3	65	79	82
4	33	45	51
5	49	57	62
6	57	63	67
7	62	70	73
8	39	47	52
9	54	67	70
10	38	50	55
11	49	61	67

Objective Number	Percentage of Grade 4 Pupils Mastering Mathematics Objectives: Atlanta Public Schools	Georgia	Metro Area
1	79	83	85
2	61	70	75
3	43	55	60
4	59	73	77
5	69	76	77
6	68	79	83
7	82	85	87
8	60	71	77
9	44	53	57
10	66	73	76
11	72	79	83
12	48	58	63

GEORGIA CRITERION-REFERENCED TESTS

TABLE 11

OBJECTIVE PROFILE REPORT

FOR ATLANTA CITY

GRADE 4 READING SPRING 1984

CODE NO 7610000

PAGE NO 01

>OBJECTIVE 1 Distinguishes between fact and opinion.

PERCENT ACHIEVING OBJECTIVE (3 OF 4 CORRECT)

GEORGIA
**********67%

METRO
**********72%

ATLANTA CITY
**********61%

OF YOUR 3956 STUDENTS TESTED IN READING

1528 May need instruction recognizing words that signal statements of opinion.
1331 May need instruction identifying an opinion when stated in written materials.

>OBJECTIVE 2 Recognizes explicitly stated main ideas, details, sequences of events and cause and effect relationships.

PERCENT ACHIEVING OBJECTIVE (14 OF 17 CORRECT)

GEORGIA
**********59%

METRO
**********63%

ATLANTA CITY
**********47%

OF YOUR 3956 STUDENTS TESTED IN READING

445 May need instruction identifying a main idea when directly stated.
2099 May need instruction using signal words (before, while, after, etc.) or ordering events when directly stated.
1105 May need instruction recognizing directly stated cause-effect relationships.
1657 May need instruction recognizing directly stated details.
2111 May need instruction recognizing information directly stated ir a passage.

-21-

>OBJECTIVE 3 Interprets instructions.

PERCENT ACHIEVING OBJECTIVE (9 OF 12 CORRECT)

GEORGIA
**********79%

METRO
**********82%

ATLANTA CITY
**********65%

OF YOUR 3956 STUDENTS TESTED IN READING

739 May need instruction using information found in diagrams.
2640 May need instruction using maps.
1318 May need instruction understanding directions in narrative form.
721 May need instruction understanding directions in list form.

>OBJECTIVE 4 Recognizes implicitly stated main ideas, details, sequences of events and cause and effect relationships.

PERCENT ACHIEVING OBJECTIVE (15 OF 16 CORRECT)

GEORGIA
**********45%

METRO
**********51%

ATLANTA CITY
**********33%

OF YOUR 3956 STUDENTS TESTED IN READING

1749 May need instruction identifying a main idea when it is not directly stated.
1915 May need instruction identifying details which are not directly stated.
2073 May need instruction recognizing cause-effect relationships when not directly stated.
1396 May need instruction recognizing the order of events when order is not directly stated.

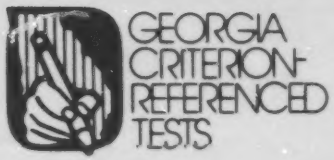


TABLE 11 CONT'D.

OBJECTIVE PROFILE REPORT

FOR ATLANTA CITY

GRADE 4 READING SPRING 1984

CODE NO 7610000

PAGE NO 02

>OBJECTIVE 5 Interprets semantic and syntactic relationships.

PERCENT ACHIEVING OBJECTIVE (14 OF 18 CORRECT)

GEORGIA
**********57%

METRO
**********62%

ATLANTA CITY
**********49%

OF YOUR 3956 STUDENTS TESTED IN READING

2723 May need instruction using context to determine word meaning.
2151 May need instruction determining the meaning of idioms in context.
497 May need instruction recognizing root words and using prefixes or suffixes.
2517 May need instruction matching a pronoun to its referent.
290 May need instruction recognizing equivalent sentences or how punctuation affects meaning.
1350 May need instruction selecting the appropriate word(s) to complete a sentence.

>OBJECTIVE 6 Classifies words.

PERCENT ACHIEVING OBJECTIVE (4 OF 4 CORRECT)

GEORGIA
**********63%

METRO
**********67%

ATLANTA CITY
**********57%

OF YOUR 3956 STUDENTS TESTED IN READING

1707 May need instruction selecting a word which belongs with a given group of words.

-22-

>OBJECTIVE 7 Matches similar sounds.

PERCENT ACHIEVING OBJECTIVE (3 OF 5 CORRECT)

GEORGIA
**********70%

METRO
**********73%

ATLANTA CITY
**********62%

OF YOUR 3956 STUDENTS TESTED IN READING

1502 May need instruction matching sounds within words.

>OBJECTIVE 8 Uses reference sources.

PERCENT ACHIEVING OBJECTIVE (10 OF 11 CORRECT)

GEORGIA
**********47%

METRO
**********52%

ATLANTA CITY
**********39%

OF YOUR 3956 STUDENTS TESTED IN READING

1906 May need instruction determining which source is appropriate for locating information.
2087 May need instruction using a dictionary.
1342 May need instruction using an index.
1371 May need instruction using a table of contents.

TABLE 11 CONT'D.

GEORGIA CRITERION-REFERENCED TESTS

OBJECTIVE PROFILE REPORT
FOR ATLANTA CITY
GRADE 4 READING SPRING 1984

CODE NO 7610000
PAGE NO 03

>OBJECTIVE 9 Makes generalizations and draws conclusions.

PERCENT ACHIEVING OBJECTIVE (5 OF 6 CORRECT)

GEORGIA
**********67%

METRO
**********70%

ATLANTA CITY
**********54%

OF YOUR 3956 STUDENTS TESTED IN READING

439 May need instruction using information from one situation to generalize to another situation.
1769 May need instruction identifying a conclusion based on multiple pieces of information.

>OBJECTIVE 10 Makes predictions and comparisons.

PERCENT ACHIEVING OBJECTIVE (8 OF 9 CORRECT)

GEORGIA
**********50%

METRO
**********55%

ATLANTA CITY
**********38%

OF YOUR 3956 STUDENTS TESTED IN READING

2548 May need instruction identifying the next most likely event.
1639 May need instruction determining comparisons or using a basis for comparing people, events, situations, etc.

>OBJECTIVE 11 Recognizes relevance of data.

PERCENT ACHIEVING OBJECTIVE (4 OF 5 CORRECT)

GEORGIA
**********61%

METRO
**********67%

ATLANTA CITY
**********49%

OF YOUR 3956 STUDENTS TESTED IN READING

2000 May need instruction identifying information necessary to solve a problem.

GEORGIA CRITERION-REFERENCED TESTS

TABLE 12

OBJECTIVE PROFILE REPORT

FOR ATLANTA CITY

GRADE 4 MATH SPRING 1984

CODE NO 7610000

PAGE NO 01

>OBJECTIVE 1 Recognizes different names for whole numbers and fractions.

PERCENT ACHIEVING OBJECTIVE (7 OF 10 CORRECT)

GEORGIA
**********83%

METRO
**********85%

ATLANTA CITY
**********79%

OF YOUR 3965 STUDENTS TESTED IN MATH

665 May need instruction matching a fraction to a shaded drawing.
1359 May need instruction determining place value or matching words to numerals up to millions.

>OBJECTIVE 2 Identifies relations and properties of sets.

PERCENT ACHIEVING OBJECTIVE (6 OF 9 CORRECT)

GEORGIA
**********70%

METRO
**********75%

ATLANTA CITY
**********61%

OF YOUR 3965 STUDENTS TESTED IN MATH

1485 May need instruction identifying subsets or number of objects in a set.
2772 May need instruction comparing whole numbers (factors, even and odd numbers, greater than, less than, etc.).
2608 May need instruction comparing fractions (greater than, less than, greatest, least).

-24-

>OBJECTIVE 3 Identifies sets of points and their relations and properties.

PERCENT ACHIEVING OBJECTIVE (10 OF 13 CORRECT)

GEORGIA
**********55%

METRO
**********60%

ATLANTA CITY
**********43%

OF YOUR 3965 STUDENTS TESTED IN MATH

1352 May need instruction identifying plane or solid shapes.
1334 May need instruction identifying geometric relations (parallel, perpendicular, etc.).
414 May need instruction identifying a shape that has been transformed (folded, turned, etc.).
1274 May need instruction grouping objects according to similarities.

>OBJECTIVE 4 Selects units to measure length, area, volume, weight, time, and temperature.

PERCENT ACHIEVING OBJECTIVE (6 OF 9 CORRECT)

GEORGIA
**********73%

METRO
**********77%

ATLANTA CITY
**********59%

OF YOUR 3965 STUDENTS TESTED IN MATH

1606 May need instruction selecting appropriate customary or metric units of measurement.

GEORGIA CRITERION-REFERENCED TESTS

TABLE 12 CONT'D.

OBJECTIVE PROFILE REPORT
FOR ATLANTA CITY
GRADE 4 MATH SPRING 1984

CODE NO 7610000
PAGE NO 02

>OBJECTIVE 5 Determines amounts of money.

PERCENT ACHIEVING OBJECTIVE (7 OF 9 CORRECT)

GEORGIA
**********76%

METRO
**********77%

ATLANTA CITY
**********69%

OF YOUR 3965 STUDENTS TESTED IN MATH

532 May need instruction computing amounts of money.
622 May need instruction solving one-step word problems involving money.
345 May need instruction recognizes different names for amounts of money.
2017 May need instruction counting money.

>OBJECTIVE 6 Applies units to determine length, area, volume, weight, time, and temperature.

PERCENT ACHIEVING OBJECTIVE (7 OF 9 CORRECT)

GEORGIA
**********79%

METRO
**********83%

ATLANTA CITY
**********68%

OF YOUR 3965 STUDENTS TESTED IN MATH

1147 May need instruction determining area or volume by counting units.
1788 May need instruction determining length, weight, time, or temperature.

>OBJECTIVE 7 Computes with whole numbers and fractions.

PERCENT ACHIEVING OBJECTIVE (8 OF 14 CORRECT)

GEORGIA
**********85%

METRO
**********87%

ATLANTA CITY
**********82%

OF YOUR 3965 STUDENTS TESTED IN MATH

1565 May need instruction adding or subtracting fractions with like denominators.
320 May need instruction recognizing the use of properties of operations.
2415 May need instruction multiplying or dividing whole numbers.
1185 May need instruction adding or subtracting whole numbers.

>OBJECTIVE 8 Estimates results.

PERCENT ACHIEVING OBJECTIVE (4 OF 6 CORRECT)

GEORGIA
**********71%

METRO
**********77%

ATLANTA CITY
**********60%

OF YOUR 3965 STUDENTS TESTED IN MATH

1488 May need instruction estimating in computation.
1117 May need instruction estimating measurement.

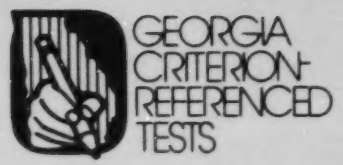


TABLE 12 CONT'D.

OBJECTIVE PROFILE REPORT
FOR ATLANTA CITY
GRADE 4 MATH SPRING 1984

CODE NO 7610000
PAGE NO 03

>OBJECTIVE 9 Selects appropriate operations.

PERCENT ACHIEVING OBJECTIVE (4 OF 5 CORRECT)

GEORGIA
**********53%

METRO
**********57%

ATLANTA CITY
**********44%

OF YOUR 3965 STUDENTS TESTED IN MATH

2237 May need instruction selecting the appropriate operation for a one-step word problem.

>OBJECTIVE 10 Solves simple word problems.

PERCENT ACHIEVING OBJECTIVE (4 OF 5 CORRECT)

GEORGIA
**********73%

METRO
**********76%

ATLANTA CITY
**********66%

OF YOUR 3965 STUDENTS TESTED IN MATH

1687 May need instruction applying the operation of division in a simple word problem.
1067 May need instruction applying the operations of addition or subtraction in a simple word problem.
1259 May need instruction solving word problems with two operations

-26-

>OBJECTIVE 11 Organizes data.

PERCENT ACHIEVING OBJECTIVE (4 OF 6 CORRECT)

GEORGIA
**********79%

METRO
**********83%

ATLANTA CITY
**********72%

OF YOUR 3965 STUDENTS TESTED IN MATH

2040 May need instruction selecting the graph, table, or chart which correctly represents given information.
223 May need instruction selecting which question to ask for collecting information to solve a problem.

>OBJECTIVE 12 Interprets data.

PERCENT ACHIEVING OBJECTIVE (7 OF 10 CORRECT)

GEORGIA
**********58%

METRO
**********63%

ATLANTA CITY
**********48%

OF YOUR 3965 STUDENTS TESTED IN MATH

565 May need instruction interpreting graphs using keys.
2697 May need instruction identifying the likelihood of an outcome.
1472 May need instruction interpreting circle graphs.
1388 May need instruction interpreting tables or charts.

GEORGIA CRITERION-REFERENCED TESTS

TABLE 13

PERCENT OF STUDENTS ACHIEVING OBJECTIVES

FOR ATLANTA CITY

GRADE 4 READING SPRING 1984

CODE 761

AREA TESTED	LITERAL COMPREHENSION (1-3)			INFERENTIAL COMPREHENSION (4-7)				PROBLEM SOLVING (8-11)				
OBJECTIVE NUMBER	1	2	3	4	5	6	7	8	9	10	11	
	%	%	%	%	%	%	%	%	%	%	%	
ATLANTA CITY	61	47	65	33	49	57	62	39	54	38	49	3956
ADAMSVILLE ELEM	79	59	76	47	64	65	70	47	65	35	59	66
ANDERSON PARK	80	71	74	46	63	69	71	57	66	54	69	35
ARKWRIGHT ELEM	50	50	71	26	40	64	50	31	45	33	38	42
BEECHER HILLS	75	59	80	44	61	71	71	53	66	47	53	59
BEN HILL ELEM	61	33	59	21	48	57	52	34	49	30	44	61
BENTEEN ELEM	39	48	61	23	39	58	55	26	42	35	48	31
BETHUNE ELEM	47	27	52	13	27	35	44	16	35	19	37	62
BLAIR VILLAGE	39	28	50	25	39	39	61	22	42	28	39	36
BLALOCK ELEM	73	38	58	17	42	48	67	40	40	17	44	52
BOYD ELEM	46	23	41	13	23	36	41	15	26	15	31	39
* BRANDON ELEM	79	69	87	56	74	71	82	54	71	57	76	68
BREWER ELEM	62	45	76	21	52	34	59	45	59	28	34	29
BURGESS ELEM	39	32	50	14	21	38	50	21	32	18	39	28
CAMPBELL ELEM	79	52	76	21	52	69	21	41	59	31	45	29
CAPITOL VIEW ELEM	75	47	69	41	53	47	50	41	47	41	56	32
CAREY ELEM	48	46	63	10	31	50	35	25	48	23	50	52
CARTER ELEM	58	40	69	27	40	58	60	47	49	33	53	45
CASCADE ELEM	53	53	83	23	57	60	73	50	67	37	47	30
CHATTAHOOCHEE ELEM	70	74	85	41	78	78	85	59	78	70	93	27
CLEVELAND ELEM	67	39	67	36	45	52	71	35	62	37	45	84
COLLIER HEIGHTS EL	66	54	76	39	55	67	72	42	64	46	52	67
CONNALLY ELEM	63	37	52	24	48	43	57	21	37	32	43	63
CONTINENTAL COLONY E	61	39	62	32	54	48	59	34	51	41	41	71
COOK ELEMENTARY	53	40	64	29	35	55	75	22	44	16	42	55
DOBBS ELEM	76	48	69	31	52	59	62	38	55	38	48	29
DREW ELEM	81	47	81	36	64	58	78	42	56	61	56	36
DUNBAR ELEM	74	68	75	59	71	62	83	54	74	54	59	69
EAST LAKE ELEM	62	78	80	62	78	84	86	60	84	70	72	50
ENGLISH AVE ELEM	65	40	58	25	49	69	71	49	60	42	49	55
FAIN ELEM	67	23	60	23	33	63	72	28	44	23	33	43
FICKETT ELEM	38	26	40	16	28	45	40	28	33	22	26	58
FOWLER ELEM	17	25	25	8	50	25	33	0	42	25	50	12
GARDEN HILLS ELEM	63	63	89	57	66	89	69	60	69	66	80	35
GIDEONS ELEM	74	57	72	51	62	65	72	57	65	52	63	81
GORDON ELEM	76	62	76	38	69	66	79	52	76	45	62	29
GROVE PARK ELEM	43	43	60	34	43	55	54	32	52	35	51	65
GUICE ELEM	66	19	56	22	31	47	63	22	47	22	28	32
HARRIS ELEM	44	31	50	25	28	42	44	25	50	39	28	36
HARWELL ELEM	61	52	80	20	54	59	63	39	57	30	48	46
HERNDON ELEM	80	70	82	48	73	59	68	59	70	57	66	44
HOME PARK ELEM	76	47	59	8	35	35	59	29	71	24	29	17
HOPE ELEM	42	36	42	20	27	36	56	22	36	22	47	45
HOWELL ELEM	48	24	48	13	25	36	45	21	36	12	30	67
HUBERT ELEM	71	34	69	11	49	71	57	34	69	34	63	35
HUMPHRIES ELEM	38	44	56	24	42	56	64	36	31	18	44	45

GEORGIA CRITERION-REFERENCED TESTS

TABLE 13 CONT'D.

PERCENT OF STUDENTS ACHIEVING OBJECTIVES

FOR ATLANTA CITY

GRADE 4 READING SPRING 1984

CODE 761

AREA TESTED	LITERAL COMPREHENSION (1-3)			INFERENTIAL COMPREHENSION (4-7)				PROBLEM SOLVING (8-11)				
OBJECTIVE NUMBER	1	2	3	4	5	6	7	8	9	10	11	
	%	%	%	%	%	%	%	%	%	%	%	
HUTCHINSON ELEM	81	59	76	35	57	68	59	46	57	46	62	37
* JACKSON ELEM	89	70	94	70	81	81	83	66	77	74	87	47
JONES ELEM	58	44	54	33	25	58	63	35	46	40	38	48
KIMBERLY ELEM	54	36	65	23	42	40	46	26	48	32	38	91
KIRKWOOD ELEM	65	38	58	23	50	46	65	27	46	35	42	26
LAKEWOOD ELEM	81	38	81	25	44	78	72	53	63	28	63	32
LIN ELEM	76	46	66	27	51	54	61	39	59	51	54	41
MCGILL ELEM	33	23	54	10	31	51	46	28	38	21	31	39
MILES ELEM	82	63	79	46	74	79	68	61	70	61	60	57
MITCHELL ELEM	52	38	55	28	41	48	48	31	62	34	48	29
* MORNINGSIDE ELEM	88	75	88	65	84	84	83	72	80	73	81	75
OGLETHORPE ELEM	67	69	84	47	65	59	73	55	73	43	67	51
PERKERSON ELEM	26	19	33	11	15	30	44	22	33	11	22	27
PETERSON ELEM	72	47	72	39	53	61	72	47	58	39	58	36
PEYTON FOREST ELEM	92	71	71	57	58	77	72	60	71	54	48	65
PITTS ELEM	77	57	79	32	57	57	68	28	53	34	53	47
RAGSDALE ELEM	89	50	71	39	66	71	82	47	58	42	45	38
RIVERS ELEM	66	66	82	62	64	70	84	56	74	57	69	61
RUSK ELEM	76	63	66	39	66	71	68	49	61	51	63	41
SCOTT ELEM	33	59	85	33	48	52	59	37	30	33	63	27
SLATER ELEM	53	36	57	23	36	60	57	31	41	30	31	70
SLATON ELEM	29	49	59	39	32	39	46	37	41	34	27	41
* SMITH ELEM	86	79	93	73	86	79	84	71	86	70	86	70
STANTON D H ELEM	61	36	54	12	32	47	61	13	49	29	30	76
STANTON FL ELEM	39	44	72	33	39	50	61	36	42	33	44	36
SYLVAN HILLS ELEMENT	46	29	32	17	27	39	44	22	32	29	27	41
THOMASVILLE ELEM	23	29	47	20	23	34	37	27	36	31	40	70
TOOMER ELEM	40	23	33	18	25	48	43	15	40	23	33	40
TOWNS ELEM	51	38	47	26	45	53	55	30	45	36	36	47
VENETIAN ELEM	41	40	59	22	34	40	46	26	40	25	44	68
WATERS ELEM	88	50	71	29	55	64	71	48	71	38	60	42
WEST ATLANTA ELEM	10	5	20	0	5	15	25	5	5	0	10	20
WEST ELEM	46	31	58	23	38	38	54	23	46	15	23	26
* WEST MANOR ELEM	98	100	100	90	100	90	98	98	100	96	100	52
WHITE ELEM	59	59	65	43	65	73	76	49	68	54	78	37
WHITEFOORD ELEMENTAR	37	29	45	14	35	39	43	18	29	16	24	49
WILLIAMS ELEM	49	30	66	16	34	59	47	23	40	21	36	73
WOODSON ELEM	58	28	58	19	39	42	59	28	41	22	39	64
WRIGHT ELEM	70	37	48	19	37	63	56	41	41	15	30	27
METRO	72	63	82	51	62	67	73	52	70	55	67	22300
GEORGIA	67	59	79	45	57	63	70	47	67	50	61	72580

*Exceeded state levels

GEORGIA CRITERION-REFERENCED TESTS

TABLE 14

PERCENT OF STUDENTS ACHIEVING OBJECTIVES

FOR ATLANTA CITY

GRADE 4 MATHEMATICS SPRING 1984

CODE 761

PAGE 1

AREA TESTED	CONCEPT IDENTIFICATION (1-4)				COMPONENT OPERATIONS (5-7)			PROBLEM SOLVING (8-12)					
OBJECTIVE NUMBER	1	2	3	4	5	6	7	8	9	10	11	12	
	%	%	%	%	%	%	%	%	%	%	%	%	
ATLANTA CITY	79	61	43	59	69	68	82	60	44	66	72	48	3965
ADAMSVILLE ELEM	80	62	35	64	62	67	88	67	33	65	79	45	66
* ANDERSON PARK	97	83	71	77	86	88	91	86	66	86	86	83	35
ARKWRIGHT ELEM	90	57	40	81	74	62	93	57	38	71	69	40	42
BEECHER HILLS	97	69	66	81	83	81	95	69	41	80	90	63	59
BEN HILL ELEM	64	49	31	44	41	56	80	46	31	44	67	34	61
BENTEEN ELEM	84	68	55	61	81	74	84	55	52	65	68	61	31
BETHUNE ELEM	65	50	19	42	47	50	60	31	24	63	52	24	62
BLAIR VILLAGE	89	44	11	33	61	50	81	36	25	56	64	19	36
BLALOCK ELEM	77	62	50	56	67	62	85	60	46	69	63	52	52
BOYD ELEM	56	28	18	18	54	41	67	44	21	44	46	8	39
* BRANDON ELEM	87	72	62	74	84	81	91	78	61	84	87	65	69
BREWER ELEM	86	55	21	48	72	69	90	55	34	76	76	59	29
BURGESS ELEM	82	50	43	71	71	68	93	54	54	71	71	54	28
CAMPBELL ELEM	93	83	62	62	72	83	97	79	66	76	79	66	29
CAPITOL VIEW ELEM	88	78	53	59	75	69	78	66	59	75	81	59	32
CAREY ELEM	88	44	40	63	77	77	77	69	46	67	77	56	52
CARTER ELEM	84	80	40	84	64	91	93	73	47	78	84	78	45
CASCADE ELEM	80	63	47	53	63	63	80	43	50	53	87	40	30
CHATTAHOOCHEE ELEM	93	96	59	70	81	78	89	81	70	89	89	70	27
CLEVELAND ELEM	86	65	46	64	84	74	85	58	51	73	78	59	85
COLLIER HEIGHTS EL	88	54	51	58	76	72	81	63	34	63	79	28	67
CONNALLY ELEM	83	54	33	48	65	68	84	40	37	60	65	37	63
CONTINENTAL COLONY E	69	69	51	75	68	69	69	61	54	68	70	54	71
COOK ELEMENTARY	84	62	25	36	64	65	75	53	36	56	69	18	55
DOBBS ELEM	77	60	47	47	87	77	87	83	43	70	93	60	30
DREW ELEM	94	69	67	78	81	86	86	67	64	83	89	75	36
DUNBAR ELEM	90	80	61	70	76	74	84	67	59	71	71	67	70
* EAST LAKE ELEM	90	80	64	84	88	82	88	82	72	76	90	78	50
ENGLISH AVE ELEM	84	64	38	55	76	73	84	67	42	80	73	44	55
FAIN ELEM	86	56	26	49	74	63	86	56	35	58	72	35	43
FICKETT ELEM	62	43	19	52	43	62	67	41	28	50	66	36	58
FOWLER ELEM	31	38	8	46	54	38	69	15	23	54	69	0	13
* GARDEN HILLS ELEM	83	83	77	77	86	91	94	89	66	86	94	77	35
GIDEONS ELEM	83	79	64	70	84	83	90	60	59	83	84	73	81
GORDON ELEM	79	72	48	62	79	72	90	72	59	79	72	79	29
GROVE PARK ELEM	65	52	35	42	62	68	82	52	34	52	74	38	65
GUICE ELEM	88	44	25	31	66	56	72	50	25	56	56	34	32
HARRIS ELEM	69	53	44	44	61	53	64	58	33	58	58	50	36
HARWELL ELEM	87	74	37	59	72	57	91	76	41	70	70	37	46
HERNDON ELEM	84	68	43	77	77	80	89	68	64	86	86	68	44
HOME PARK ELEM	76	59	6	59	76	65	82	71	71	71	76	29	17
HOPE ELEM	49	47	18	42	47	58	64	51	33	44	64	33	45
HOWELL ELEM	48	30	17	36	59	38	67	38	21	52	48	18	66
HUBERT ELEM	97	71	57	60	69	80	94	66	49	91	74	74	35
HUMPHRIES ELEM	78	40	16	56	60	53	78	40	31	47	76	22	45

GEORGIA CRITERION-REFERENCED TESTS

TABLE 14 CONT'D.

PERCENT OF STUDENTS ACHIEVING OBJECTIVES

FOR ATLANTA CITY.

GRADE 4 MATHEMATICS SPRING 1984

CODE 761

AREA TESTED	CONCEPT IDENTIFICATION (1-4)				COMPONENT OPERATIONS (5-7)			PROBLEM SOLVING (8-12)					
OBJECTIVE NUMBER	1	2	3	4	5	6	7	8	9	10	11	12	
	%	%	%	%	%	%	%	%	%	%	%	%	
HUTCHINSON ELEM	89	92	97	78	86	84	97	68	65	70	92	81	37
* JACKSON ELEM	94	83	64	77	85	91	98	91	77	87	87	62	47
JONES ELEM	69	44	25	54	60	58	73	48	23	65	60	40	48
KIMBERLY ELEM	76	54	30	49	66	65	87	51	29	51	65	38	91
KIRKWOOD ELEM	73	73	69	77	77	69	100	73	65	73	81	38	26
* LAKEWOOD ELEM	91	94	88	94	81	94	94	84	72	84	91	88	32
LIN ELEM	81	62	33	79	79	76	74	81	43	81	83	43	42
MCGILL ELEM	79	62	33	56	79	64	82	49	38	64	72	51	39
* MILES ELEM	98	93	89	98	79	84	98	81	79	81	88	84	57
MITCHELL ELEM	72	62	31	55	45	59	79	55	48	66	66	31	29
* MORNINGSIDE ELEM	89	89	79	93	77	89	92	89	68	89	89	73	75
OGLETHORPE ELEM	69	44	35	60	50	60	83	60	35	46	69	33	52
PERKERSON ELEM	54	21	11	18	39	32	61	36	11	29	29	7	28
PETERSON ELEM	100	53	50	75	78	83	92	58	33	69	86	53	36
PEYTON FOREST ELEM	95	77	42	76	73	83	91	71	48	82	88	56	66
PITTS ELEM	91	81	68	77	81	77	91	77	45	81	94	72	47
RAGSDALE ELEM	89	61	50	58	74	74	76	63	55	66	87	61	38
RIVERS ELEM	82	69	57	70	77	77	85	67	56	74	79	64	61
* RUSK ELEM	85	76	61	76	78	83	90	71	59	80	88	71	41
SCOTT ELEM	85	63	41	59	89	63	89	59	37	67	85	48	27
SLATER ELEM	67	49	33	50	67	56	61	54	33	56	66	40	70
SLATON ELEM	71	61	44	66	39	68	61	56	34	59	56	39	41
* SMITH ELEM	94	89	85	87	90	90	94	87	86	89	89	86	71
STANTON D H ELEM	78	46	18	55	66	59	82	54	33	58	68	25	76
STANTON FL ELEM	69	36	19	58	67	72	64	36	22	50	64	36	36
SYLVAN HILLS ELEMENT	73	37	27	46	61	59	76	41	22	41	56	34	41
THOMASVILLE ELEM	71	67	56	43	63	61	86	49	27	46	56	49	70
TOOMER ELEM	58	40	18	25	55	38	80	40	30	43	50	15	40
TOWNS ELEM	77	53	26	51	47	62	68	60	26	66	57	32	47
VENETIAN ELEM	72	40	21	44	69	62	79	41	34	59	68	22	68
WATERS ELEM	98	55	36	45	76	55	81	67	33	62	67	52	42
WEST ATLANTA ELEM	60	35	25	15	35	35	60	15	5	40	15	10	20
WEST ELEM	85	50	19	42	69	81	77	46	35	69	69	38	26
* WEST MANOR ELEM	94	88	79	85	83	94	92	85	81	87	92	88	52
WHITE ELEM	92	86	59	76	76	78	86	84	51	78	92	78	37
WHITEFOORD ELEMENTAR	37	12	2	37	45	37	39	41	14	49	35	16	49
WILLIAMS ELEM	68	45	25	40	59	48	66	41	33	49	59	27	73
WOODSON ELEM	75	42	20	38	64	52	75	41	28	48	52	25	64
WRIGHT ELEM	59	44	26	33	56	37	74	33	26	44	48	26	27
METRO	85	75	60	77	77	83	87	77	57	76	83	63	22314
GEORGIA	83	70	55	73	76	79	85	71	53	73	79	58	72625

*Exceeded state levels

PERFORMANCE OF THE EIGHTH GRADE PUPILS ON THE GEORGIA CRITERION-REFERENCED TESTS

The eighth grade pupils in the middle and high schools were administered the 1982 revision of the eighth grade Georgia Criterion-Referenced Tests (GCRT) in March 1984. It was the second year this edition of the test was used.

Overall Performance

The GCRT performance of the eighth grade pupils of the Atlanta Public Schools (APS) improved each year from 1980 to 1984, based on the comparison of the mean scale scores which are indicated in Table 15. However, there was improvement each year in the state scores, and the level of performance of APS pupils remained below the mean performance levels of eighth graders throughout the state of Georgia.

Reading. The eighth grade reading objectives and the percentage of pupils mastering each objective are listed in Table 16. The range of pupils mastering the objectives was 33 percent mastering Reading Objective 4 (implicitly stated main ideas, details, sequence of events, and cause and effect relationships) to 76 percent mastering Reading Objective 6 (interprets figurative language). Compared with the performance of pupils in the metropolitan area and throughout Georgia, a smaller percentage of APS eighth graders mastered each objective. The comparison is indicated in Tables 17. The Objective Profile Report for reading is included in Table 18.

Mathematics. The percentage of pupils mastering each mathematics objective ranged from 41 percent to 75 percent. The objective on which the least number of pupils demonstrated mastery was Mathematics Objective 4, which was to identify relations and properties of sets of points. The highest percentage of mastery was on Mathematics Objective 10 (organizes data). Again, a lower percentage of Atlanta pupils mastered each objective when comparing their performance with the performance of pupils in metropolitan Atlanta and throughout the state. (The data are listed in Tables 17.) The Objective Profile Report for mathematics is listed in Table 19.

Performance by School. The percentage of eighth grade pupils mastering the reading objectives by school are listed in Table 20. No school exceeded the state performance levels on all the objectives. However, the percentage of Sutton Middle School pupils mastering the reading objectives was higher than that of the state on all but Objective 9 (to make generalizations and draw conclusions).

No school performed at or above the state performance levels in all the mathematics objectives. However, Sutton again demonstrated the highest performance by having the same or a higher percentage of the pupils master 8 of the 11 mathematics objectives. The percent of pupils mastering the mathematics objectives by school is listed in Table 21.

Conclusions

The performance levels of the eighth grade students of APS were below the state levels. The objectives should be analyzed by school in order to improve the basic instruction, where indicated, and prepare pupils for the tenth grade Basic Skills Tests. The reading and mathematics objectives for the eighth grade listed in Table 16 and the reading and mathematics clusters of the Basic Skills Tests listed in Table 22 are similar. The eighth grade GCRT results for individual students should be used in planning their ninth grade instruction in language arts and mathematics.

Table 15

Eighth Grade Georgia Criterion-Referenced Tests
Mean Scale Scores for Atlanta Public
Schools and Georgia, 1981-1984

	Atlanta Public Schools				Georgia			
	1981	1982	1983	1984	1981	1982	1983	1984
Reading								
Word Identification	191	193	N/A	N/A	-	-	N/A	N/A
Literal Comprehension	188	190	197	199	199	201	207	209
Inferential Comprehension	191	193	193	193	N/A	N/A	204	204
Problem Solving	N/A	N/A	193	194	N/A	N/A	204	206
Reading Total	190	192	195	195	200	201	204	206
Mathematics								
Concept Identification	192	193	196	197	202	204	206	208
Component Operations	192	193	196	197	202	203	206	208
Problem Solving	191	192	196	197	201	202	206	208
Mathematics Total	191	192	196	197	202	203	206	208

Table 16

Eighth Grade Georgia Criterion-Referenced Tests Objectives and the Percentage of Atlanta Public Schools Pupils Mastering Each Objective

Objective	Percentage of Pupils Mastering Objectives
READING OBJECTIVES	
Literal Comprehension	
1. Distinguishes between fact and opinion.	63
2. Recognizes explicitly stated main ideas, details, sequence of events, and cause and effect relationships.	35
3. Interprets instructions.	37
Inferential Comprehension	
4. Recognizes implicitly stated main ideas, details, sequence of events, and cause and effect relationships.	33
5. Interprets word meanings and patterns of language.	48
6. Interprets figurative language.	76
7. Recognizes propaganda techniques.	58
Problem Solving	
8. Uses reference sources.	36
9. Makes generalizations and draws conclusions.	65
10. Makes predictions and comparisons.	40
11. Recognizes relevance of data.	66
MATHEMATICS OBJECTIVES	
Concept Identification	
1. Translate forms of rational numbers.	51
2. Identifies relations of numbers, properties of numbers, and properties of operations.	49
3. Selects customary or metric units to measure length, area, volume, weight, time, and temperature.	44
4. Identifies relations and properties of sets of points.	41
5. Determines probabilities.	75
Component Operations	
6. Computes with whole numbers, fractions, decimals, and percents.	60
7. Applies formulas or units of measurement to determine length, area, volume, weight, time, temperature, and determines amounts of money.	44
8. Selects appropriate operations for a given problem situation and the reverse.	51
Problem Solving	
9. Solves word problems.	51
10. Organizes data.	49
11. Interprets data which has been organized.	56
12. Estimates results.	69

Table 17

A Comparison of the Percentage of Grade 8 Pupils in Atlanta Public Schools, Georgia, and the Metro Area Who Achieved Mastery of the Objectives on the Georgia Criterion-Referenced Tests

Objective Number	Percentage of Grade 8 Pupils Mastering Reading Objectives		
	Atlanta Public Schools	Georgia	Metro Area
1	63	80	87
2	35	57	60
3	37	54	58
4	33	58	62
5	48	68	71
6	76	90	90
7	58	76	79
8	36	57	62
9	65	84	85
10	40	61	62
11	66	85	86

Objective Number	Percentage of Grade 8 Pupils Mastering Mathematics Objectives		
	Atlanta Public Schools	Georgia	Metro Area
1	51	76	77
2	49	74	76
3	44	72	74
4	41	67	71
5	75	89	89
6	60	82	82
7	44	72	74
8	51	75	77
9	49	73	76
10	72	87	88
11	56	75	76
12	69	82	87

TABLE 18

OBJECTIVE PROFILE REPORT
FOR ATLANTA CITY
GRADE 8 READING SPRING 1984

CODE NO 7610000
PAGE NO 01

>OBJECTIVE 1 Distinguishes between fact and opinion.

PERCENT ACHIEVING OBJECTIVE (5 OF 7 CORRECT)

GEORGIA
**********80%

METRO
**********84%

ATLANTA CITY
**********63%

OF YOUR 5419 STUDENTS TESTED IN READING

2632 May need help recognizing statements of opinion in typical textbook material.
2109 May need help recognizing signal words in statements of opinion.

>OBJECTIVE 2 Recognizes explicitly stated main ideas, details, sequence of events and cause and effect relationships.

PERCENT ACHIEVING OBJECTIVE (16 OF 18 CORRECT)

GEORGIA
**********57%

METRO
**********60%

ATLANTA CITY
**********35%

OF YOUR 5419 STUDENTS TESTED IN READING

3463 May need practice ordering events presented in a passage.
645 May need additional instruction recognizing details stated in a passage.
2663 May need help developing a concept of cause and effect. In addition, the student may need instruction recognizing relational words such as because or since that signal cause and effect.
538 May need practice identifying the main idea or purpose of a passage.

-35-

>OBJECTIVE 3 Interprets instructions.

PERCENT ACHIEVING OBJECTIVE (9 OF 11 CORRECT)

GEORGIA
**********54%

METRO
**********58%

ATLANTA CITY
**********37%

OF YOUR 5419 STUDENTS TESTED IN READING

2695 May need practice completing forms.
3198 May need practice interpreting instructions presented in a paragraph.

>OBJECTIVE 4 Recognizes implicitly stated main ideas, details, sequence of events and cause and effect relationships.

PERCENT ACHIEVING OBJECTIVE (18 OF 22 CORRECT)

GEORGIA
**********58%

METRO
**********62%

ATLANTA CITY
**********33%

OF YOUR 5419 STUDENTS TESTED IN READING

3374 May need instruction in identifying a main idea or purpose when it is not directly stated.
2319 May need instruction inferring details.
3332 May need instruction in ordering events when no sequence is stated.
2638 May need help developing a concept of cause and effect when signal words are not stated.

TABLE 18 CONT'D.

OBJECTIVE PROFILE REPORT

FOR ATLANTA CITY

GRADE 8 READING SPRING 1984

CODE NO 7610000

PAGE NO 02

>OBJECTIVE 5 Interprets word meanings and patterns of language.

PERCENT ACHIEVING OBJECTIVE (6 OF 7 CORRECT)

GEORGIA
**********68%

METRO
**********71%

ATLANTA CITY
**********48%

OF YOUR 5419 STUDENTS TESTED IN READING

3728 May need practice using context to determine the meaning of words.

>OBJECTIVE 6 Interprets figurative language.

PERCENT ACHIEVING OBJECTIVE (4 OF 7 CORRECT)

GEORGIA
**********90%

METRO
**********90%

ATLANTA CITY
**********76%

>OBJECTIVE 7 Recognizes propaganda techniques.

PERCENT ACHIEVING OBJECTIVE (5 OF 7 CORRECT)

GEORGIA
**********76%

METRO
**********79%

ATLANTA CITY
**********58%

OF YOUR 5419 STUDENTS TESTED IN READING

2283 May need experience in recognizing an underlying intent to persuade.

>OBJECTIVE 8 Uses reference sources.

PERCENT ACHIEVING OBJECTIVE (10 OF 11 CORRECT)

GEORGIA
**********57%

METRO
**********62%

ATLANTA CITY
**********36%

OF YOUR 5419 STUDENTS TESTED IN READING

3454 May need experience using a variety of reference resources.

TABLE 18 CONT'D.

GEORGIA CRITERION-REFERENCED TESTS

OBJECTIVE PROFILE REPORT
FOR ATLANTA CITY
GRADE 8 READING SPRING 1984

CODE NO 7610000
PAGE NO 03

>OBJECTIVE 9 Makes generalizations and draws conclusions.

PERCENT ACHIEVING OBJECTIVE (7 OF 11 CORRECT)

GEORGIA
**********84%

METRO
**********85%

ATLANTA CITY
********65%

OF YOUR 5419 STUDENTS TESTED IN READING

3235 May need instruction in making generalizations.
2541 May need instruction in drawing conclusions.

>OBJECTIVE 10 Makes predictions and comparisons.

PERCENT ACHIEVING OBJECTIVE (11 OF 12 CORRECT)

GEORGIA
********61%

METRO
********62%

ATLANTA CITY
******40%

OF YOUR 5419 STUDENTS TESTED IN READING

1829 May need instruction in making comparisons.
1552 May need practice in making predictions.

>OBJECTIVE 11 Recognizes relevance of data.

PERCENT ACHIEVING OBJECTIVE (4 OF 7 CORRECT)

GEORGIA
**********85%

METRO
**********86%

ATLANTA CITY
********66%

OF YOUR 5419 STUDENTS TESTED IN READING

1830 May need practice distinguishing relevant from irrelevant information for a given situation.

GEORGIA CRITERION-REFERENCED TESTS

TABLE 19

OBJECTIVE PROFILE REPORT

FOR ATLANTA CITY

GRADE 8 MATH SPRING 1984

CODE NO 7610000

PAGE NO 01

>OBJECTIVE 1 Translates forms of rational numbers.

PERCENT ACHIEVING OBJECTIVE (5 OF 9 CORRECT)

GEORGIA
**********76%

METRO
**********77%

ATLANTA CITY
**********51%

OF YOUR 5427 STUDENTS TESTED IN MATH

949 May need help translating fractions to percents or the reverse.
1136 May need help translating words to numerals or the reverse.
1557 May need help translating decimals to percents or the reverse.
2428 May need help translating fractions to decimals or the reverse.

>OBJECTIVE 2 Identifies relations of numbers, properties of numbers and properties of operations.

PERCENT ACHIEVING OBJECTIVE (6 OF 12 CORRECT)

GEORGIA
**********74%

METRO
**********76%

ATLANTA CITY
**********49%

OF YOUR 5427 STUDENTS TESTED IN MATH

3995 May need help ordering fractions, decimals or percents.
2462 May need help applying relations of numbers such as ratio and proportion.

>OBJECTIVE 3 Selects customary or metric units to measure length, area, volume, weight, time and temperature.

PERCENT ACHIEVING OBJECTIVE (7 OF 10 CORRECT)

GEORGIA
**********72%

METRO
**********74%

ATLANTA CITY
**********44%

OF YOUR 5427 STUDENTS TESTED IN MATH

324 May need help selecting units to measure length.
1358 May need help selecting units to measure volume.
1383 May need help selecting units to measure area.
1433 May need help selecting units to measure weight.

>OBJECTIVE 4 Identifies relations and properties of sets of points.

PERCENT ACHIEVING OBJECTIVE (9 OF 14 CORRECT)

GEORGIA
**********67%

METRO
**********71%

ATLANTA CITY
**********41%

OF YOUR 5427 STUDENTS TESTED IN MATH

3777 May need help identifying geometric relations such as parallel and perpendicular.
3664 May need help applying geometric properties such as number of degrees or the effects of slides, flips, or turns of figure
3314 May need help identifying plane or solid figures.

GEORGIA CRITERION-REFERENCED TESTS

OBJECTIVE PROFILE REPORT
FOR ATLANTA CITY
GRADE 8 MATH SPRING 1984

CODE NO 7610000
PAGE NO 02

>OBJECTIVE 5 Determines probabilities.

PERCENT ACHIEVING OBJECTIVE (2 OF 4 CORRECT)

GEORGIA
**********89%

METRO
**********89%

ATLANTA CITY
********75%

OF YOUR 5427 STUDENTS TESTED IN MATH

1346 May need additional instruction in determining probability.

>OBJECTIVE 6 Computes with whole numbers, fractions, decimals and percents.

PERCENT ACHIEVING OBJECTIVE (9 OF 18 CORRECT)

GEORGIA
**********82%

METRO
**********82%

ATLANTA CITY
********60%

OF YOUR 5427 STUDENTS TESTED IN MATH

4896 May need additional instruction in computing with percents.
4438 May need additional instruction in computing with decimals.
4083 May need additional instruction in computing with fractions.
2181 May need additional instruction in computing with whole numbers.

>OBJECTIVE 7 Applies formulas or units of measurement to determine length, area, volume, weight, time, temperature and determines amounts of money.

PERCENT ACHIEVING OBJECTIVE (11 OF 23 CORRECT)

GEORGIA
**********72%

METRO
**********74%

ATLANTA CITY
********44%

OF YOUR 5427 STUDENTS TESTED IN MATH

4028 May need help recalling and/or applying standard and non-standard formulas.
3586 May need additional instruction in counting money or making change.
4945 May need additional instruction in determining length.
4726 May need additional instruction in determining volume.
4689 May need additional instruction in determining weight.

>OBJECTIVE 8 Selects appropriate operations for a given problem situation and the reverse.

PERCENT ACHIEVING OBJECTIVE (4 OF 8 CORRECT)

GEORGIA
**********75%

METRO
**********77%

ATLANTA CITY
********51%

OF YOUR 5427 STUDENTS TESTED IN MATH

4405 May need help selecting a problem situation for a given mathematical expression.
3229 May need help selecting a mathematical expression for a given problem situation.

GEORGIA CRITERION-REFERENCED TESTS

OBJECTIVE PROFILE REPORT
FOR ATLANTA CITY
GRADE 8 MATH SPRING 1984

>OBJECTIVE 9 Solves word problems.

PERCENT ACHIEVING OBJECTIVE (5 OF 9 CORRECT)

GEORGIA
**********73%

METRO
**********76%

ATLANTA CITY
**********49%

OF YOUR 5427 STUDENTS TESTED IN MATH

2751 Need practice solving problems involving more than one operation or step.

>OBJECTIVE 10 Organizes data.

PERCENT ACHIEVING OBJECTIVE (3 OF 6 CORRECT)

GEORGIA
**********87%

METRO
**********88%

ATLANTA CITY
**********72%

OF YOUR 5427 STUDENTS TESTED IN MATH

4657 Need additional instruction in organizing data into tables, charts, graphs and diagrams.
3216 Need help identifying information necessary to solve a problem.

-40-

>OBJECTIVE 11 Interprets data which has been organized.

PERCENT ACHIEVING OBJECTIVE (5 OF 8 CORRECT)

GEORGIA
**********75%

METRO
**********76%

ATLANTA CITY
**********56%

OF YOUR 5427 STUDENTS TESTED IN MATH

4653 May need additional instruction in determining mean and mode.
747 May need additional instruction in interpreting graphs.
3742 May need additional instruction in interpreting charts or tables.

>OBJECTIVE 12 Estimates results.

PERCENT ACHIEVING OBJECTIVE (2 OF 4 CORRECT)

GEORGIA
**********87%

METRO
**********87%

ATLANTA CITY
**********69%

OF YOUR 5427 STUDENTS TESTED IN MATH

3146 May need additional practice in using estimation to solve problems.

GEORGIA CRITERION-REFERENCED TESTS

TABLE 20

PERCENT OF STUDENTS ACHIEVING OBJECTIVES

FOR ATLANTA CITY

GRADE 8 READING SPRING 1984

CODE 761

PAGE 1

AREA TESTED	LITERAL COMPREHENSION (1-3)			INFERENTIAL COMPREHENSION (4-7)				PROBLEM SOLVING (8-11)				NUMBER TESTED
OBJECTIVE NUMBER	1	2	3	4	5	6	7	8	9	10	11	
	%	%	%	%	%	%	%	%	%	%	%	
ATLANTA CITY	63	35	37	33	48	76	58	36	65	40	66	5419
ARCHER HIGH	43	24	23	20	34	57	44	22	53	28	49	169
BASS	57	29	14	29	29	86	57	43	57	57	57	7
BROWN HIGH	49	28	33	22	38	73	53	26	58	33	58	193
BUNCHE MIDDLE SCHOOL	75	51	50	45	67	87	68	51	75	53	82	365
CARVER HIGH	47	24	18	15	34	57	43	22	49	28	45	122
COAN MIDDLE	54	26	23	24	34	70	49	26	59	27	60	365
DOUGLASS HIGH	70	37	40	38	60	80	65	43	73	44	74	423
EAST ATLANTA HIGH	40	19	17	16	26	57	39	19	44	28	47	109
FULTON HIGH	58	28	31	23	39	74	49	29	56	28	58	316
HARPER HIGH	64	32	32	31	44	77	54	30	62	40	65	356
INMAN MIDDLE	78	50	48	50	68	84	71	56	77	54	78	203
KENNEDY MIDDLE	58	31	47	25	42	79	53	24	61	32	62	257
KING MIDDLE	57	39	39	35	51	71	55	36	63	40	63	270
LONG MIDDLE	69	33	36	34	53	81	65	38	71	46	70	297
PARKS MIDDLE	44	23	19	17	30	62	35	22	47	23	50	151
PRICE HIGH	39	18	16	17	28	64	37	15	42	26	48	92
ROOSEVELT HIGH	46	16	23	20	26	70	42	28	58	24	59	99
SOUTHWEST MIDDLE	89	51	55	55	69	90	70	56	81	58	86	366
SUTTON MIDDLE	84	59	60	60	69	90	77	60	87	61	83	392
SYLVAN HILLS HIGH	55	31	33	29	44	72	52	32	58	42	63	147
THERRELL HIGH	71	32	33	34	48	80	62	38	69	39	72	151
TURNER HIGH	71	35	39	30	55	83	61	44	66	43	78	128
WALDEN MIDDLE	47	16	25	17	30	70	51	25	55	23	51	115
WASHINGTON HIGH	49	20	20	17	35	67	41	19	50	25	48	142
WEST FULTON HIGH	55	21	24	20	34	67	48	24	57	24	50	184
METRO	84	60	58	62	71	90	79	62	85	62	86	27976
GEORGIA	80	57	54	58	68	90	76	57	84	61	85	82174

GEORGIA CRITERION-REFERENCED TESTS

TABLE 21

PERCENT OF STUDENTS ACHIEVING OBJECTIVES

FOR ATLANTA CITY

GRADE 8 MATHEMATICS SPRING 1984

CODE 761

AREA TESTED	CONCEPT IDENTIFICATION (1-4)				COMPONENT OPERATIONS (5-7)			PROBLEM SOLVING (8-12)					NUMBER TESTED
OBJECTIVE NUMBER	1	2	3	4	5	6	7	8	9	10	11	12	
	%	%	%	%	%	%	%	%	%	%	%	%	
ATLANTA CITY	51	49	44	41	75	60	44	51	49	72	56	69	5427
ARCHER HIGH	38	28	27	21	68	43	30	34	37	60	43	56	169
BASS	29	43	29	29	29	43	29	43	43	57	57	57	7
BROWN HIGH	39	37	31	24	66	53	34	43	38	65	42	61	193
BUNCHE MIDDLE SCHOOL	64	61	49	55	85	68	49	57	62	84	67	79	365
CARVER HIGH	27	24	28	17	67	49	26	36	32	57	40	55	121
COAN MIDDLE	41	43	42	32	77	47	32	42	43	69	54	69	364
DOUGLASS HIGH	64	61	48	49	81	67	58	59	57	80	62	70	423
EAST ATLANTA HIGH	17	27	20	18	55	38	25	33	28	47	36	60	107
FULTON HIGH	54	42	32	35	77	57	38	41	36	68	42	62	316
HARPER HIGH	47	44	35	33	66	61	41	49	46	71	48	68	358
INMAN MIDDLE	62	67	62	59	83	70	65	68	67	80	69	85	206
KENNEDY MIDDLE	49	42	51	52	70	54	47	49	43	66	61	69	257
KING MIDDLE	49	55	51	49	76	55	51	52	52	72	59	70	269
LONG MIDDLE	59	60	56	44	82	69	45	53	49	77	65	75	297
PARKS MIDDLE	30	33	28	23	64	41	24	27	35	58	38	54	151
PRICE HIGH	30	31	29	28	65	49	29	33	26	51	42	53	93
ROOSEVELT HIGH	39	35	31	19	66	52	36	46	43	66	51	70	101
SOUTHWEST MIDDLE	64	68	62	62	85	73	59	70	68	89	68	84	368
SUTTON MIDDLE	76	70	70	65	85	80	71	73	74	84	72	84	389
SYLVAN HILLS HIGH	49	45	40	34	71	59	36	51	50	65	48	63	152
THERRELL HIGH	36	42	32	30	66	53	40	51	44	68	54	64	149
TURNER HIGH	58	46	35	32	74	71	43	55	53	77	53	64	129
WALDEN MIDDLE	35	27	30	19	63	55	37	32	39	67	41	57	115
WASHINGTON HIGH	42	29	35	26	75	49	30	36	37	63	44	65	142
WEST FULTON HIGH	35	34	26	29	73	45	28	38	34	58	48	56	186
METRO	77	76	74	71	89	82	74	77	76	88	76	87	27983
GEORGIA	76	74	72	67	89	82	72	75	73	87	75	87	82174

GEORGIA BASIC SKILLS TESTS PERFORMANCE

The Georgia Basic Skills Tests (GBST) was designed to measure achievement in reading, mathematics, and problem solving. A passing score on the GBST is a state requirement for graduation with a diploma for all pupils, beginning with those pupils who entered the ninth grade in the 1981-82 school year. (A detailed analysis of the GBST results is included in Report No. 18-3, 7/84, entitled Georgia Basic Skills Tests, 1983-84 which can be obtained from the Division of Research, Evaluation, and Data Processing.)

Overall Performance

After administering the GBST in the fall and again in the spring to those identified students who did not receive a passing score on both the reading and mathematics tests, 91 percent of the regular tenth grade pupils passed the reading test, and 85 percent passed the mathematics test. When special education and English as a Second Language (ESL) students were included, the percentage of tenth graders passing was 88 percent in reading and 83 percent in mathematics.

After the spring testing period, 96 percent of the regular eleventh grade pupils passed the reading test, and 95 percent passed the mathematics test. The percentage of eleventh graders passing was 95 percent for reading and 93 percent for mathematics when special education and ESL pupils were included.

The list of skills measured by the GBST is reported in Table 22. The skills are similar, and in some cases identical, though at a higher level of difficulty, to the skills measured on the eighth grade Georgia Criterion-Referenced Tests.

Conclusions

Mastery of certain basic skills is required for graduation from high school with a diploma. The GBST measures the skills which are introduced, not at the high school level, but at the primary level. The skills assessed at the first, fourth, eighth, and tenth grades form a continuum. The key to mastery of the skills of the GBST is not remediation, which is necessary for some students currently, but careful attention to the objectives assessed at the early grade levels and the use of the test data in instructional planning.

Table 22

Basic Skills Test Skill Clusters

READING CLUSTERS

Literal Comprehension

1. The student distinguishes between fact and opinion.
2. The student recognizes explicitly stated main ideas, details, sequences of events, and cause and effect relationships.
3. The student interprets instructions.

Inferential Comprehension

4. The student recognizes implicitly stated main ideas, details, sequences of events, and cause and effect relationships.
5. The student interprets semantic relationships.
6. The student interprets figurative language.
7. The student recognizes propaganda techniques.

Problem Solving

8. The student locates information in reference materials.
9. The student makes generalizations and draws conclusions.
10. The student makes predictions and comparisons.
11. The student recognizes relevance of data.
12. The student recognizes appropriate reference sources.

MATHEMATICS CLUSTERS

Concept Identification

1. The student translates numerical forms of rational numbers.
2. The student orders fractions, decimals, or percents.
3. The student identifies customary or metric units to measure length, area, weight, time, and temperature.
4. The student identifies sets of points using standard names or Cartesian coordinates.
5. The student identifies geometric relations and properties.

Component Operations

6. The student applies formulas and proportions.
7. The student computes with whole numbers, fractions, decimals, and percents.
8. The student determine amounts of money.
9. The student applies customary or metric units of measurement to determine length, area, volume, weight, time, and temperature.

Problem Solving

10. The student estimates results using rounded numbers with or without units of measurement.
11. The student selects appropriate operations.
12. The student solves simple word problems.
13. The student organizes data into tables, charts and graphs.
14. The student interprets data which has been organized.

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